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ABSTRACT

This paper provides a wide range of information related to leadership and development needs in the California community colleges. First, a summary is presented of five studies or activities concerned with community college leadership, including: (1) the work of the Commission for the Review of the Master Plan for Higher Education; (2) the California Postsecondary Education Commission's (CPEC's) study of the staff development needs of the three segments of higher education in California; (3) a CPEC study of the perceptions of community college administrators regarding the need for doctoral degree programs specifically designed for California community college administrators; (4) the work of the Community College Task Force on Credentialing (Minimum Qualifications) of Faculty and Administrators; and (5) a study of the employment of part-time community college faculty. Next, data are provided on the number of full-time faculty and part-time faculty, administrators, and other staff members in California community colleges. The next section sets forth a number of assumptions about turnover, the demand for doctoral degrees among full-time faculty, and the need for specially designed leadership training programs. Next, an inventory of existing programs with leadership or staff development components is presented with a breakdown of partnerships and regional approaches, community college programs, California State University programs, University of California programs, and independent colleges and universities offering doctoral programs in education. Finally, an outline is provided of the underlying principles and structures of a possible education doctorate emphasizing community college leadership. The appendix provides a list of programs and courses relating to community college leadership offered by the various campuses of California State University. (EJV)

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Community College Leadership Programs

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Summary of Recent or Current Studies

Five studies or activities now underway or recently completed have bearing on community college leadership and development needs.

1. Work of the Commission for the Review of the Master Plan for Higher Education

   In 1986, the Commission published The Challenge of Change. In connection with that report, the Commission issued several background papers, including "Community College Faculty and Administrators." In April 1987, the Commission released a first draft of the Master Plan for Postsecondary Education, 1987-2002.

   The Commission noted that California was the only State "to retain a system of credentialing for community college faculty and administrators originally developed for the elementary and secondary schools." It recommended that the current credentialing system be replaced by a system to be developed by the Board of Governors, in consultation with the faculty, which would "establish qualifications for employment of faculty and administrators." Such a system would have the effect of replacing the "supervisor credential" and the "administrative officer credential" for administrators with other criteria for judging minimum qualifications. The Task Force described under #3 below was formed in response to this recommendation.

   The Commission also recommended in The Challenge of Change that

   > the Board of Governors develop and implement a plan to strengthen professional development programs on Community College campuses. The programs should serve faculty and administrators alike and be closely linked to regular evaluation and promotion procedures. This plan should be supported by an appropriation to the Board of Governors for allocation among the participating colleges.

   The CPEC Staff Development study now underway (item 2 below) responds in part to this recommendation. The recommendation is not reiterated in the April 1987 draft of the Master Plan for Postsecondary Education, but that draft does suggest that in all three public segments, "the governing boards shall adopt professional development policies to assure that both new and continuing faculty are adequately prepared to meet the changing educational needs of both the state and new student populations.

2. CPEC Staff Development Study (Berman-Weiler)

By September 30, 1987, the California Postsecondary Education Commission, working with consulting firm Berman, Weiler and Associates will complete a major study of the faculty and staff development needs of the three segments of California public higher education. The study, which is being supported by a $200,000 State allocation, is being undertaken to provide CPEC, the Legislature, and the Governor's Office with information concerning staff development activities and needs in order to inform decisions concerning budgeting for faculty and staff development programs. In the words of CPEC Director, William Pickens, the study "will establish the agenda for the next decade for faculty and staff professional development."

The study involves site visits and telephone interviews; a survey of a sample of faculty and staff at every institution; and a program level survey of professional development activities and needs collected from campus administrators. The latter will involve program descriptions, costs, sources of funding, and numbers of participants.

3. CPEC Study of Doctorate (March 16, 1987 Meeting of CPEC)

The California Postsecondary Education Commission surveyed Community College administrators, focusing on their perceptions of need for doctoral degrees. Of administrators at the level of Dean and above, 62 percent hold the doctorate (all fields). The majority of doctorate holders felt the symbolic importance and value of their degree was as important as the specific training or education involved. Most administrators expressed knowledge and concern about the quality and reputation of the institution awarding the degree.

The needs of current and potential community college administrators are not met by educational administration programs designed for secondary school administrators. CPEC notes that except for several doctoral programs which offer a specialization in higher education, "the choice of graduate programs in California specifically designed to develop the leadership competencies and potential of community college administrators is presently extremely limited." The CPEC study concludes that "additional doctoral programs are warranted. Before new programs are put in place, however, an intersegmental task force should recommend the kind of program to meet the distinctive

needs of community colleges in California's system of higher education." The Commission endorsed a recommendation that an intersegmental committee investigate the needs and "propose possible structures, components, and modes of delivery for doctoral programs designed specifically for present and future administrators in California Community Colleges."

The CPEC study does not address or consider the interest of Community College faculty in doctoral degrees or other kinds of leadership programs.

4. Community College Task Force on Credentialing (Minimum Qualifications) of Faculty and Administrators

As directed by AB 3409 (Hayden), the Chancellor of the California Community Colleges has established a task force on faculty and administrator qualifications, with the following charge:

a. Establishment of detailed proposals regarding the qualifications for hire as a member of the faculty and administration.

b. Establishment of detailed proposals regarding the process of faculty and administrator hiring, evaluation and retention which are consistent with the guidelines proposed in the final community college assessment report and recommendations of the Joint Committee for the Review of the Master Plan.

c. Development of specific recommendations regarding different levels of appropriate qualifications for different vocational and academic programs.

d. Development of proposals regarding the transition between systems of faculty and administrator qualifications.

This task force, which was to make its preliminary report to the Legislature by March 15, 1987, is discussing a number of options. Among the options under consideration:

a. A lengthened probationary period and a much more comprehensive system of evaluation, both before and after the granting of tenure.

b. Greater emphasis on professional development and more effort to correlate professional development with the evaluation process.

c. Courses in community college education or administration as part of the minimum requirement for all new faculty and administrators.

d. Increased educational requirements for both full and part time faculty in vocational areas, perhaps an MA in some vocational areas and a BA in others.

e. Tenure for administrators granted only with the approval of an academic department.

5. Part-Time Community College Faculty Study

Highlights of the Community College Study of Part-Time Faculty are:

- Part-time faculty are defined as those hired to teach not more than 60% of a full-time assignment.
- Statutory limits on the use of part-time faculty restrict their total teaching as a group to not more than 30% of a district's workload. In 1985, five districts exceeded that limit.
- Six of 10 California community college faculty teach part-time (23,790 out of 38,277 total faculty). The number of part-time faculty has declined by about 3,000 since 1981.
- Most part-timers teach in non-credit areas or selected vocational program areas.
- Part-time faculty are younger (43.6 to 48.5 average age) than full-time.
- Most part-timers teach 1 or 2 courses per semester.
- As a group, part-timers have a lower educational level than full-time faculty and less have full teacher certification, as a percentage, than full-time.
- About 1/3 of the community college districts report an ongoing staff development program for part-timers, most accomplished through orientation meetings.
- Relatively few part-timers have had pedagogical training.
- Estimates are that 8,500 new part-time faculty will need to be hired during the next decade.

Faculty, Staff and Administrators in California Community Colleges: Numbers and Demographic Data

Full-Time Faculty 1985[1]:	13,820	Total
	12,792	tenured
	907	non-tenured, tenure track
	121	other full time
Full-Time Faculty, 1983[2]	16,325	
Part-Time Faculty, 1983[2]	23,336	

Executive/Administrative Managerial, 1985[1]	2,224 Total
Certified Administrators, 1983[2]	1,711
Classified Administrators, 1983[2]	624
Secretarial/Clerical, 1983[6]	6,555
Technical/Paraprofessional, 1983[6]	2,724
Skilled Crafts, 1983[6]	800
Professional/Non-Faculty, 1983[6] (excluding exec/admin/manage)	2,103

Of full-time faculty, nearly 40 percent are over 50 years of age and more than 20 percent are eligible for retirement.[2] The average of Community College faculty is 48.[3] Of full-time faculty, 13 percent hold the doctoral degree, and of part-time faculty, six percent hold the doctoral degree.[4]

Of administrators, more than 40 percent are 50 or older and half of those are eligible for retirement.[2] At the level of Dean and above, 62 percent of those responding to a recent CPEC survey indicated they held the doctorate.[5]

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[1]CPEC. "Women and Minorities in California Public Postsecondary Education, 1975-1985," 1987.

[2]Commission for the Review of the Master Plan. Background Papers: The Challenge of Change, 1986.

[3]Palacio, 1987.

[4]Community College Chancellor's Office.

[5]CPEC, February 1987.

[6]California Postsecondary Education Commission. "Women and Minorities in California Postsecondary Education: Their Employment, Classification and Compensation, 1979-1983." CPEC Agenda, January 1985

Assumptions about Program Needs and Interests

1. Assumptions about Turnover

   - Already, 400 administrators are eligible for retirement, and that number will increase over the next ten years. There will be high level administrative vacancies due to retirements, and there is a large cadre of experienced faculty and mid-level professionals potentially able to fill those vacancies. Those with doctoral degrees will probably be the most competitive for these positions.

   - Large scale turnover among faculty due to retirements will occur a little later than turnover among administrators. While over the long term there will be significant needs for new faculty, the more immediate concern may relate to keeping the teaching job interesting, intellectually challenging, and vital for faculty who have already invested 20 to 25 years in teaching and who look forward to another 15 or 20 years in the Community Colleges.

2. Assumptions about Demand for Doctoral Degrees

   - As many as ten percent of current, full-time faculty may be interested in pursuing doctoral degrees that would deepen their subject area knowledge, enhance their faculty leadership capabilities, strengthen their pedagogic skills, or prepare them for administrative careers. If half of these (five percent) are interested in an Education doctorate that combines leadership preparation with advanced subject work, a potential pool of 600 or more students exists for this specialized type of program.

   - If, added to that pool, there is one percent of part-time faculty (233) and two percent of all professional non-teaching staff (50-100), then the total pool of current Community College faculty and staff interested in doctoral study would amount to eight or nine hundred.

   - Actual enrollment in doctoral programs from among the potential pool would depend heavily on program location, program reputation and quality, and the extent to which programs meet perceived needs and interests.

   - It is possible to blend administration, instruction, and faculty leadership issues into a flexible program that serves faculty, administrators, and staff and is attractive to all.

3. Assumptions about Needs for Specially Designed Programs

- In The Challenge of Change, the Master Plan Commission envisioned a need for additional training and assistance for both faculty and administrators due to "the establishment of the proposed student assessment, counseling, and placement programs on each campus . . .." The Commission noted that "professional development programs must be available to college administrators as well as faculty members, and must be closely linked with evaluation and promotion policies."

- Other educational interests and needs (such as subject area enrichment) undoubtedly exist for faculty, administration, and staff. These are being explored in part in the CPEC study (Berman-Weiler).*

- The geographic distribution of California State University campuses and the similarity of interests with Community Colleges make regional partnerships, cooperative programming, and specially designed programs logical and practical.

- Existing or planned telecommunications links that connect CSU campuses with regional Community Colleges are an unexploited vehicle for promoting such cooperative programming. Currently, these links are used by two CSU campuses to make upper division coursework available to students who live or work near Community College campuses that are beyond reasonable commuting distance of a CSU campus. Other links are planned.

- Most specialized certificate, institute, master's and partnership programs would and should be originated by the campuses themselves or by groups of campuses. The current scarcity of such programs** suggests, however, that the potentials and needs for such programs should be brought to the attention of CSU campuses, and that the central offices should take active roles in making these needs known.

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*Because this study is underway, the working committee did not speculate in detail about the kinds and extent of needs that exist. Surveys of faculty and staff are planned in connection with this study.

**Many cooperative programs exist, but few were located that focused on Community College leadership. See following section.

Inventory of Existing Programs Having Leadership or Staff Development Components

1. Partnerships and regional approaches

   . CSU, Stanislaus and Community Colleges of the Higher Education Consortium of Central California (HECCC)

     Funded by the Community College Fund for Instructional Improvement (FII), this project supports Stanislaus and Community College faculty in three discipline groups--English, Math/Science, and Social Sciences--to develop subject area programs for faculty development or retraining. The three faculty groups are also looking at skills requisites for undergraduates in their respective fields in an effort to improve articulation.

   . UC Davis and the Rural College Network

     Also funded by FII, this project consists of a seminar series for Community College science faculty.

   . Academic Alliance Programs (from Gaudiani et.al.)
     a. Academic Alliances in Foreign Languages: Stanford, University of Santa Clara, Cabrillo Community College, regional high schools and middle schools.
     b. Geography Alliance: UCLA, CSU campuses (various), Community Colleges and high schools.

2. Community College Programs
   . Great Teacher Seminar (Joint undertaking of the Academic Senate and the California Association of Community Colleges)
   . Exchange program (Joint project of the Academic Senate and the Chief Instructional Officers, funded by FII)
   . California Community College Presidents Academy (July 26-30, 1987)
   . Administrators Leadership Seminar (July 5-9, 1987).

3. California State University Programs
   Campuses offering courses and programs on Community College topics (See attachment A for detail):
   Chico
   Hayward
   Long Beach
   Los Angeles
   Northridge
   Sacramento
   San Diego
   San Jose

4. University of California Programs

UC Berkeley

Offers coursework in Higher Education, including Administration and other Community College topics. Anticipates new doctoral program emphasizing Community College leadership. The program will apparently be directed toward executive or administrative preparation and research.

UCLA

Community Colleges are one of seven major areas in Higher Education Ph.D. and Ed.D. programs. The Center for the Study of Community Colleges and the ERIC Clearinghouse for Junior Colleges are located at UCLA.

UC Riverside

Educational Administration is offered within the graduate program in Education. No coursework in Community College or Higher Education with the exception of College Teaching Practicum.

UC Santa Barbara

Graduate Education program emphasizes counseling psychology, educational policy and organization, educational psychology, international education, special education, and confluent approaches to education. No specific coursework emphasizing community colleges.

5. Independent Colleges and Universities Offering Doctoral Programs in Education

Claremont Graduate School
Higher Education emphasis available at the graduate level; some coursework in Community Colleges.
Loma Linda
National University
Pepperdine
Stanford
University of LaVerne
Educational Management Ed.D. is offered for practicing administrators. Program does not differentiate between K-12 and postsecondary administration.

University of Pacific
University of San Diego
University of San Francisco
Ed.D. emphasis available in Organization and Leadership and MA in Educational Administration available. Focus is on K-12.
University of Southern California
Courses in Higher and Postsecondary Education are offered in the doctoral program. Coursework in Community Colleges, Community College curriculum, Community College Administration, and other related topics are offered.

Concept Paper for an Education Doctorate Emphasizing Community College Leadership

Primary populations:

In-service faculty who aspire to leadership positions as faculty or administrators;

Mid-level administrators

Note: It is recognized that some faculty and administrators will choose to pursue doctoral degrees in disciplines other than Education.

Principles:

Must be prestigious and of high quality (attractive to faculty and administrators)

Must be geographically and temporally accessible to adult working professionals--faculty and administrators

Must be designed with sufficient flexibility to accommodate the varying interests, backgrounds and needs of faculty and administrators.

Structure:

Several CSU campuses authorized to award the doctorate offer a core of leadership courses designed by campus faculty (higher education governance, research and evaluation, the adult learner are examples). Students may take all or part of their program at the home campus.

Through the auspices of a single Institute (probably the Institute on Teaching and Learning), topical summer seminars would be offered at a number of CSU campuses (the Institute would serve a coordinating function in seeing that there was adequate coverage of disciplines with minimal duplication). These summer seminars would focus on academic disciplines (English and Chemistry, for example) and on topics of importance to groups of professionals (counselors, for example). The summer discipline-oriented seminars would need to be of such quality and prestige that they would be attractive to faculty and administrators throughout the State and throughout the segments (state-of-the-art scholarship and eminent faculty). Certificates might be available to faculty and administrators attending summer seminars but not enrolled in the doctoral program. Spinoffs would accrue--disciplinary networks, improved articulation, etc.

The Institute would be responsible for working with faculty at each doctoral-granting campus to coordinate local summer program plans. In order to provide the broadest possible variety of discipline programming, the Institute might arrange for summer seminars at CSU campuses not offering the doctoral degree, and arrange for this work to be credited to the doctoral degree. Such seminars would also be of use to California State University faculty.

The Institute would also be responsible for using telecommunications capabilities in innovative ways to further the goals of these leadership programs.

Normal doctoral requirements would pertain--probably 48-60 semester units beyond the master's degree (or 36-45 units + project/dissertation), and a 12 unit core.

Community College faculty and administrators should and would be involved in program design and in ongoing program review.

California State University

Programs and Courses Relating to Community College Leadership

MA in Education with option or concentration in Educational Administration:

Bakersfield
Dominguez Hills
Fresno
Fullerton
Hayward
Humboldt
Long Beach
Los Angeles (MA Educational Administration)
Northridge
Sacramento
San Bernardino
San Diego
San Francisco
San Jose
San Luis Obispo
Sonoma
Stanislaus

MA in Education with option, concentration, or area of emphasis in Higher Education:

Chico (emphasis in Community College Instruction)
Fullerton
Northridge
San Diego (option in Community College Curriculum and Instruction)
San Jose

MA in Counseling with option in Community College Counseling:

Los Angeles

Courses and Seminars:

The Community College

Chico (The Community College as an Institution)
Hayward
Los Angeles
Northridge
Sacramento
San Diego

Administrative Leadership in the Community College
San Jose

Community College Counseling

Los Angeles

The Community College Curriculum

Chico
Sacramento

The Community College Student

Los Angeles

Community College Student Personnel Services

Los Angeles

Instructional Methods and Materials in the Community College

San Diego

Learning and Instruction in the Community College

Los Angeles
San Jose

Organization and Administration--Community College

Northridge

Field Work and Internships

Administration and Supervision of the Community College

Long Beach

Community College Education

San Diego

Student Teaching/Directed Teaching in the Community College

Los Angeles
Northridge
Sacramento
San Diego
San Jose

Source: 1986-87 Catalogs. List does not include courses offered in Extension or Summer Session.

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